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BASIS FOR A PLAN OF ACTION FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN. A SUMMARY OF RECOMMENDATIONS MADE AT THE CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH (JANUARY 1967).

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THIS DOCUMENT SUMMARIZES RECOMMENDATIONS FROM THE CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH AT SACRAMENTO, CALIFORNIA, SEPTEMBER 23 AND 24, 1966. THE CONFEREES PROPOSED THAT THESE RECOMMENDATIONS BE INCORPORATED INTO THE CALIFORNIA MIGRANT EDUCATION MASTER PLAN FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN. EIGHTEEN EDUCATIONAL NEEDS OF THESE CHILDREN ARE IDENTIFIED, INCLUDING SIX FOR PERSONNEL, SEVEN FOR FACILITIES, SIX FOR PROGRAMS, AND SIX IN SUPPORTIVE AREAS. INCLUDED ARE A CONFERENCE AGENDA AND A LIST OF ATTENDEES. A POSITION PAPER ON EDUCATIONAL NEEDS OF MIGRANT CHILDREN AND OTHER PAPERS ON THESE NEEDS ARE GIVEN IN THE APPENDIXES. (DD)

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BASIS FOR A PLAN OF ACTION

FOR

IMPROVING THE EDUCATION OF MIGRANT CHILDREN

A CONFERENCE REPORT

Compiled By

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BASIS FOR A PLAN OF ACTION

FOR

IMPROVING THE EDUCATION OF MIGRANT CHILDREN

A Summary of Recommendations made at the

Conference on the Education

of Migrant Children and Youth

January, 1967

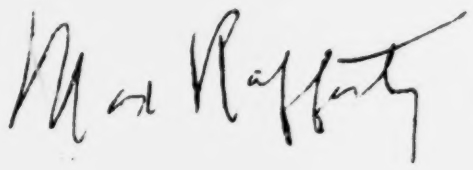
California State Department of Education
Max Rafferty - Superintendent of Public Instruction

FORWARD

As a result of various reports to the State Board of Education, individuals in State and local agencies concerned with the increased number of disadvantaged children of migrant families entering California, and the obvious educational inequities confronting these children in our public schools, the State Department of Education called this conference.

The plan was to bring together individuals and representatives of groups having knowledge as to the problems of California's migrant agricultural workers and their children, to share concerns and to review the present situation, ultimately to seek ideas to solve this dilemma confronting our educational system in California.

It is our task with valued assistance to formulate plans for action at the State and local levels on such problems as: (1) the full and efficient utilization of new State and Federal funds provided, and in the process of being provided, to help us in the battle for equal educational opportunities for migrant children and youth, and (2) to effectively develop ways and means of strengthening the communication lines among members of various groups and agencies dealing with migrant families and, thus, providing more coordination and, consequently, more effective services to these children and youth.



PREFACE

At the request of the California State Board of Education, the State Department of Education held a two-day conference on the Education of Migrant Children and Youth on September 23 and 24, 1966, in Sacramento to consider the educational needs of migrant children. The 250 participants represented a variety of agencies and many disciplines. Teachers, administrators, social workers, college instructors, state department consultants and county office personnel engaged in an exchange of ideas that would provide a basis for a plan of action to be incorporated in California's Migrant Education Master Plan for improving the education of migrant children.

Title V staff of the Migrant Interstate Project, whose responsibility is development of state leadership for improving educational opportunities of farm migrant children, was instrumental in providing research data in compiling a basis for a plan of action for this paper.

The conferees took the position that the educational needs of migrant farm families have long been known to educators; that children from these families have shared the handicaps of extreme poverty common to all low-income families; that language and cultural differences have separated these children from the life of the school; and that the employment requirement of frequent moving has intensified their alienation from society.

It was also pointed out by various spokesmen in the group that answers to questions of improved educational opportunities for migrant children are now available; that materials and techniques to provide reasonable solutions to problems are now known; and that school-community concern and commitment are the basic ingredients of any plan of action.

The keynote message in the conference position paper stated:

> . . . more than anything else, the solutions require concern, not only on the part of those immediately affected but on the part of the larger community.
>
> . . . great unrealized potential, vital to our national strength as well as to the future of our youth, may be found in this group of children who have never had equitable opportunities in the school world. When there is enough concern, the resources can be found for schools to accomplish what they already know how to do.

This report is a summary of the recommendations made by the participants of this conference on the needs of migrant children.

The committee to plan the conference consisted of the following:

1. Division of Instruction:	Mr. Donald E. Kitch Acting Chief
	Mrs. Afton Nance
2. Division of Public School Administration:	Mr. Ronald Cox
	Mr. Jack Erikson
3. Office of Compensatory Education:	Mr. Wilson Riles
	Mr. Leo Lopez
4. Title V Migrant Education:	Mr. Eugene Gonzales
	Mr. Donald Morales
5. Summation developed by	Eleanor Wall Thonis, Ph.D.

Leo Lopez
Chairman

I. Introduction

II. Personnel

III. Facilities

IV. Program

V. Supportive Factors and Other Related Concerns

VI. Conclusion

BASIS FOR A PLAN OF ACTION FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN AND YOUTH

I. Introduction

The educational needs identified by participants at the recent conference of the education of migrant children and youth were summarized as these:

1. EQUAL OPPORTUNITY. Migrant children, youth and adults need educational programs which offer them the same opportunity for maximum development as that which is available to any other group.

2. IDENTIFICATION AND CITIZENSHIP. Educational programs should be planned to help migrant people identify with the community and with the country as participating citizens.

3. ATTITUDES FAVORABLE TO SUCCESS. Migrant people need educational experiences planned to develop and strengthen self-conficence and self-direction.

4. RELEVANCE AND MEANING. Educational programs should be directly and immediately related to the experiences, needs, and goals of migrant people.

5. MASTERY OF ENGLISH. Schools should provide systematic instruction in the English language, both for children and youth who speak a different language and for those who speak non-standard English.

6. VOCATIONAL GUIDANCE AND EDUCATION. Schools should lead directly to improved vocational opportunities for members of migrant families.

7. BETTER LIVING. School programs should assist migrant people to deal with problems of daily living under camp conditions and to develop the skills and knowledge needed for better living.

8. KINDERGARTEN AND PRE-SCHOOL PROGRAMS. Young children of migrant families should have opportunities to attend kindergarten and pre-school programs.

9. INDIVIDUALIZED LEARNING PROGRAMS. School programs for migrant children and youth should be based on their special needs.

10. BROADENING BACKGROUND AND INTERESTS. Migrant people need compensatory experiences and activities planned to develop understandings, interests, and expressive ability.

11. SECONDARY EDUCATION. All migrant youth should be encouraged to obtain a high school education. Secondary programs should be studied and revised to provide more meaningful courses and to arrange better transfer of credits earned.

12. ADULT EDUCATION. Programs of adult education should be available to migrant families.

13. CONTINUITY IN THE EDUCATIONAL PROGRAM. Schools which educate migrant children and youth need to improve cooperative planning and communication for greater continuity in their education.

14. SUFFICIENT SPECIALIZED PERSONNEL. Fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the recommended program.

15. ADEQUATE FACILITIES AND EQUIPMENT. Schools in the migrant areas should be supplied with the facilities and equipment needed for the recommended program.

16. FLEXIBILITY IN EDUCATIONAL ARRANGEMENTS. New ways for organizing and implementing educational programs should be developed.

17. SUPPLEMENTARY FINANCING. Additional finances need to be made available for educating migrant children, youth and adults.

18. CULTURAL BACKGROUND. Migrant families have a rich heritage from which many curricular experiences may be drawn for all children. An appreciation of their culture should improve the self-concept of migrant children and their families.

It was pointed out that these obvious defects in both school and community provisions for migrant children and youth are well known; there is also a great deal of agreement on what can and should be done to meet these deficiencies. Programs should be developed which will utilize all current financial resources and plan for orderly expansion of opportunity as additional resources become available. The repeated theme of each discussion group was the need for concern and commitment that would lead to action so that some immediate improvement in the life circumstances of migrant children and youth could be realized now.

Though each need, as outlined above, is essential to the total strengthening of educational programs for this group, some priorities must be assigned and some preferences must be given to those demands that appear to be the most pressing ones at this time. Further, any proposal for change to be implemented by the schools must take into account the realities of local resources and the uniqueness of individual communities.

Any attempt to arrange these essential ingredients in some order of preference for the success of programs of education for migrant children and youth must be viewed as exploratory. Each school district will find that the most pressing needs of one school may not necessarily be the most urgent demands of another. For this reason, it seems unwise to be prescriptive in outlining a plan of action. One possible approach would be to group the objectives into three sections: the first would describe the educational program itself; a second group of needs are those that describe the services necessary to support the school program; and the third group are those best described as community supports for the child and his family. These overlap in many instances.

Of the eighteen needs identified by the group, eleven of them appear to be related to the design of the educational program:

- Equal Opportunity
- Attitudes Favorable to Success
- Relevance and Meaning
- Mastery of English
- Flexibility in Plans for Education
- Kindergarten and Pre-school Programs
- Individualized Learning Programs
- Broadening Backgrounds and Interests
- Secondary Education
- Cultural Background
- Continuity in the Educational Program

Three items seem to be supportive requirements in making educational provisions for migrants:

- Supplementary Financing
- Sufficient Specialized Personnel
- Adequate Facilities and Equipment

The remaining four suggest greater involvement and participation on the part of the total community:

- Identification and Citizenship
- Better Living
- Adult Education
- Vocational Guidance and Education

There are, of course, many instances when the concerted efforts of many agencies will be needed. From the viewpoint of the school, however, the major concerns are those of personnel, facilities, instructional program and the various supportive factors including those elements of financial need, adult education and involvement, transportation for the child and his family, as well as the communication required within the community and beyond the customary regional boundaries.

II. Personnel

The conferees were in agreement that in meeting the needs of migrants the most essential ingredient of any program is the identification and training of personnel-a variety of specialists each of which can make a great contribution to a comprehensive program.

A. More teachers are needed within school districts to maintain the teacher-pupil ratio during periods of migrant impact. Not only are more teachers needed but these teachers should possess special attributes:

Teachers who possess these characteristics:

1. Accept people as they are.
2. Are concerned for other people.
3. Are sensitive to individual children and their needs.
4. Are perceptive of people and things.
5. Understand and know the particular problems which face most migrant children.
6. Can communicate their concerns and interest to others.
7. Are skilled and competent educators: e.g., have knowledge of current research, are aware of effects of various grouping procedures.
8. Understand themselves.

Teachers whose training in pre-service or in-service education would have included:

1. Sensitivity training to promote changes in attitudes.
2. Studies in the area of child growth and development, learning theories, and the needs of migrant families.
3. Preparation for music, language arts, art, creative units, as well as the actual use of materials for these purposes.
4. Courses in Spanish so that a task force of bilingual teachers would be created. (This is a long term goal and not a pre-requisite for effective teaching).
5. Instruction under the direction of a master teacher who has had experience in the teaching of migrants.
6. Special financial provisions that would provide sabbatical leave for further study and training.
7. Training in the proper use of teacher aides and other helping personnel.

Teachers whose contracts would permit them to work across district lines (and perhaps even State lines) when and where needed. The concept of a corps of traveling teachers must consider the following:

1. Traveling teachers and staff would help solve the problem of providing continuity in educational goals, uniformity of instruction, and regular instruction adjusted to the particular needs of migrant children.

2. The traveling teachers corps would permit the establishing of uniformity in the grade placement of migrant students enrolled. The wide range of educational needs would be cared for through the marked reduction in class size as a result of additional staff for a school district.

3. Because of the particular qualities required of members of the traveling teacher corps with respect to language and knowledge of the migrant families, more attention will be given to the individual differences of the children enrolled.

4. The traveling personnel would include teacher aides and tutors and would greatly supplement the resident school staff through programs of individual instruction and evening assistance to facilitate the students' progress in the regular school.

5. The traveling teacher corps would also have as a major responsibility the training of permanent resource specialists in each school district and community to which they are assigned.

Teachers whose credentials have been issued on the basis of the best preparation in the following areas:

1. Early childhood education for those teachers who are to work with very young children.

2. Techniques and knowledge of basic instruction in reading and language arts.

3. Background in the areas of social and behavioral sciences.

4. Awareness of difficulties in the instruction of bilinguals.

B. Teacher aides who may be recruited from the following sources:

1. The Spanish speaking community in order that explanations in Spanish may put the migrant child and his parents at ease in the school.

2. The colleges, particularly the colleges of education, in order that students who hope to be teachers may have experiences with the needs of children.

3. Work-study programs in order to provide appropriate young adult models for the children, particularly for the boys. At the same time the money which these older students earn helps them to complete their educations.

4. Parent groups who may have interests and conern for all children. Volunteers should be encouraged to assist in the educational programs for migrant children.

It is essential that the teacher and the teacher aide work closely together. How aides may serve and help the teachers is something to be worked out between teacher and the aide. The aide is not a classroom custodian but helps the teacher reinforce skills, taking part as directed by the teacher. Teachers make the decisions on what is to be done, how and when it is to be done.

C. School and Community Aides who may serve as liaison persons between the school and the home could contribute the following special services:

1. Fluency in the native language of the migrant community.

2. As members of the migrant communities they would be more readily accepted.

3. Act as resource people for collecting information needed for cumulative records and health records.

4. Serve as interpreters in matters of school policy, school and community programs and available services.

5. Maintain direct contact with migrant families.

The school and community aides would be supervised and under the direction of the Child Welfare and Attendance Consultant.

D. Child Welfare and Attendance Consultants whose training and experience would enable them to:

1. Coordinate the efforts of the school, community and other public and/or private agencies who are concerned with the welfare and school attendance of children.

2. Provide in-service training for School-Community Aides.

   a. to educate them in the field of school attendance laws, employment of minors, work permits, and other legal aspects of child welfare
   b. to prepare them to be sources of accurate information regarding services available within the communities
   c. to organize parent meetings to assist in the accomplishment of this program

3. Develop means of communication with school administrators and other community leaders to improve understanding of needs of migrant families.

E. Public health personnel who can contribute the following assistance to the child and his family:

1. Screening for health problems
2. Examination of vision and hearing
3. Advising families in matters of nutrition
4. Referring for further medical diagnosis and treatment
5. Arranging for proper immunization
6. Cooperating with community health agencies
7. Keeping records on health needs of migrant children

F. Administrators who can support the total program through an understanding of school and community attitudes and who possess skills in the following:

1. Knowledge of the migrant families needs and unique problems
2. Awareness of the community resources and services available to migrant families
3. Competencies in the legal and fiscal matters of state and federal sources of support
4. Background in the special curriculum areas needed by migrant children
5. Skills in evaluation techniques needed to appraise the effectiveness of the educational program
6. Sensitivity to the needs of all the personnel involved, particularly in the recruitment and training of teachers.

III FACILITIES

The school plant and equipment for these children are those needed for excellence in instructional programs for any children. For the present concerns of migrant youth, the following additional needs should be receiving attention:

A. A system by which there can be a rapid transfer of equipment, facilities, and operational supplies to school districts prior to the impact of the enrolling migrant students including:

1. Portable classrooms
2. Instructional equipment
3. Furniture
4. Textbooks
5. Instructional supplies
6. Portable libraries

B. School housing should be available to meet the impact migrant students. Long range school construction planning for districts which annually meet this condition should rely primarily upon permanent construction. However, districts which receive excessively large numbers of migrant children or high percentage relative to the resident children should receive assistance in the form of portable or relocatable classrooms to supplement their permanent construction during periods of impact. The portable units should be so constructed that school districts using them for short periods have great flexibility in the types of activities and classroom organization conducted within the units.

C. All migrant education facilities or components of a comprehensive program should be available in a single package at one time, and accessible to the district through a single uncomplicated request form. Continuing support should be provided to those districts which have obvious repetitive need.

D. Teachers should be provided with a professional library which contains a wide variety of materials on current practices and research findings.

E. Instructional materials specifically designed for migrant youth and a curriculum laboratory for the further development of special materials should be available to all teachers of migrant children and youth.

F. A dispensing center on a state-wide or regional basis should be established for the purpose of distributing:

1. supplies
2. instructional materials
3. portable classroom units and staffs

G. A data processing center should be established for the purpose of identifying

1. mobility patterns and trends
2. enrollment concentrations
3. needed projections and plans:

and conducting feasibility studies on the transmission of student records from district to district and state to state at the times the children move.

IV PROGRAM

To provide a program that offers opportunities for success for migrant children and youth, the following components were outlined:

A. Equality of opportunity to insure that they may function in an English-speaking school world by providing the following:

1. Pre-school and kindergarten programs in order that they may have a more nearly common experiential background with other entering first grade pupils
2. A wide variety of experiences to improve social and academic backgrounds in order that they may grow in concepts and in language
3. An improvement in self-image in order that they increase their independence and capacity for self-direction
4. A program of individualized instruction in order that each learner can use his strengths and can begin at a level at which he can achieve.

B. Materials and methods of the highest quality that meet these criteria:

1. Relevance and meaning to these children in order that they may use their educational experiences in daily problem solving
2. Flexibility in planning in order that total resources be used wisely and well
3. Excellence in the selection of equipment and supplies in order that the school community become an attractive addition to the community at large
4. Instruction that flourishes in a climate that supports innovation and creativity in pupils, in teachers, and in administrators

C. Integration within the school that reflects full appreciation of the following conditions:

1. Specialized services to support the instruction while permitting pupils to participate completely in school life
2. Placement in classes on the basis of age and physical size to facilitate friendship among peers and social growth. If lack of English language facility hampers such placement, extra time and extra effort should be

extended during the school day and year and in supplemental activities beyond the normal school day, week or year to remedy the handicap.

D. Records of student transfers which are practical and possible for families who move from school to school as available employment dictates should include these facts:

1. The child's grade placement
2. Family background information
3. Current levels in reading and in arithmetic
4. Talents and abilities already identified
5. Social Security Card for the father or guardian
6. A record of where these families are from and where they go

Two ideas for achieving a rapid transfer of student information were these: An official wallet size leather folder to be carried by parents and/or a data gathering system that would maintain and disseminate information as needed to the schools and other agencies serving these families.

E. Summer programs that extend the school year for pupils who have lost so much class time in travel may contribute these helps:

1. Continuity of learning
2. Special instruction in English
3. Opportunities for strengthening of community ties
4. Extension of interests through enrichment activities in art, music and literature
5. Improvement of parent-school relationships
6. Small pupil-teacher ratios
7. Acceptance and appreciation of migrant families by the community
8. Availability of health services
9. A centralized source of information for sharing with other programs
10. Field trips
11. Extended library services
12. Counseling and guidance services

F. Evaluation that provides for careful appraisal of the program from its planning phase through its implementation in school and community should include the following:

1. A carefully planned design for gathering data
2. Procedures and techniques that allow analysis and comparability
3. A person designated as responsible for the evaluation aspects of the program
4. A well-defined statement of objectives and purposes of the program
5. A means of sharing evaluation outcomes
6. An ongoing revision of strategies based upon the implications of the findings.

V SUPPORTIVE FACTORS

To provide personnel, facilities and programs for migrant children and youth, the following supportive factors are most essential:

A. Financial support which makes these services possible must be considered in the light of these suggestions:

1. Federal or state assistance may be needed where the degree of impact is such that local districts cannot absorb the cost. The rural school districts which bear the brunt of the migrant impact are frequently the districts with low assessed valuation behind each child and are thus least able to provide for the migrant children. Assurance should be given to the district of impact that such assistance will be available each year on a continuing basis.

2. Cost factors exceeding normal per year student costs can probably be itemized as: instructional materials, cafeteria, capital outlay items, transportation, clerical time, health services, teacher recruitment, attendance services, staff patterns and ratios, other auxilliary services. Since personnel, facilities and materials must be available at the time migrants move into the district it is recommended that financial assistance be provided as if the children were in fulltime attendance rather than pro-rated on the basis of part-time units of ADA.

3. It is recommended that parents receive stipends for keeping their children in school. This would replace the necessity for having the children in the fields and would increase the educational experiences of the children.

4. State administrative personnel need to investigate the sources of all available funds. There should be coordination of all agencies with available money pooled in order to develop a more effective program.

5. The coordination of efforts would serve to provide information for districts and consultant services to assist in obtaining funds.

6. Teachers participating in in-service training programs should receive stipends.

7. The federal government should give considerable financial assistance to districts providing summer school programs for migrant children.

8. Funds should be made available for adult educational programs which include seasonal agricultural workers without requiring that these workers move twice a year; the later portion of this is part of the current definition of a "migrant". These programs should be continuous and strictly defined for seasonal agricultural workers. Some of the programs would need to follow the worker as he moves.

9. General aid or categorical aid should be administered through existing education department structure. If it is within the Compensatory Education Division, it should be assigned to one of the existing bureaus and not delegated to a specially created additional administrative structure or unit.

10. Special funds should be available for teacher training and for further study.

11. The recognition of the role and contribution of the offices of County Superintendents of Schools should be in the form of financial aid. County offices can supply coordination and consultative services only as financial support is continuously and consistently provided.

B. Adult education which will improve the personal competencies of parents and young adults as well as increase their involvement in the education of children must consider the following:

1. People new to California need to be informed about school laws, traffice laws, work permits and other child labor laws, housing information, and labor information.

2. Adult educational programs are needed in the camps in the evening. Children who work in the crops should be encouraged to participate.

3. Adults can learn new and more effective ways to solve their problems, (legal, economic and health).

4. Advisory groups involving parents are a valuable adjunct to the school program. Represantation from migrant families in planning and in other phases is essential.

5. A re-evaluation of educatinal programs for migrant adults must be made to offer vital, useful classes. All major community resources and outside resources need to be utilized. Evaluation of the educational program should be continuous for improved offerings.

6. Child care and transportation must be provided so that adults may attend classes after working hours.

7. Educational programs for adult migrants must be open-ended-accepting them at whatever level they possess and taking them as far as their ability and desire can lead. Three levels of program must be provided:

   a. basic or general education
   b. pre-vocational education
   c. vocational and skill training

8. Arrangements must be made with high schools, junior colleges and colleges for proper accreditation and certification of work completed.

9. Blocks of school work should be small so that they may be completed in a relatively short period of time. In this way feelings of accomplishment and growth may spur the adult students to further mastery.

10. Programs should be planned for the migrants while at "home base" and while they are "on the move".

C. Child and Day Care Centers which provide enriching experiences for children while at the same time permitting their parents to improve their educational levels should consider the following:

1. The upgrading of skills of pre-school personnel through continued study
2. The importance of the attitudes and feelings of pre-school teachers for children
3. The need to include parents in planning the programs and schedules
4. The importance of convenient locations and transportation services
5. The possibility of payment to parents for their help as aides in the program
6. The inclusion of health services and dietary supplements
7. The guidelines of Headstart as an outline of appropriate programs
8. The requirements of sending records to the receiving schools
9. Recognition of the contribution of other public agencies, for example, housing authorities
10. The possibility of extended day programs for children to enable parents to participate in adult education programs

D. Community support which will keep all agencies informed of plans and progress should consider the following most important aspects of communication:

1. Where there are on-going programs in pre-school, child care centers, head start, etc., migrant families need to be involved in these programs. Regional coordinators should see to the cooperational aspects necessary to insure participation. If there are no on-going programs, summer schools should be established and embellished with as many of these services previously recommended as possible.

2. County offices should coordinate migratory educational summer schools and have close communication with districts and regions until such a time as there is a migrant education division fully established through the State Department and/or coordinators who will serve as regional directors.

3. A study should be made of continuation education to assess its strengths and weaknesses and ways of adapting this program to meet the needs of older migrant students.

4. We urge the development of a program of public information about the migrant child and his family and problems through all public information media. One part of this would include the use of bilingual people to bridge the gap between the school and the migrant community.

5. A comprehensive study should be made of the numbers of migrant children who are in the various target areas at various times of the year in order to determine housing and other needs.

6. Hold a conference or series of conferences similar to this one and include growers, migrant educators, and others who have the power to make decisions (emphasis on involvement of growers and community lay people such as migrant parents).

7. School districts should actively seek indigenous leadership to help bridge the gap between the school and the grass-roots community.

E. Transportation that will make it possible for migrant children and youth to come to school at any hours that the school may serve them should consider:

1. Inter-district arrangements should be developed in the use of buses to accommodate the transportation needs of various groups

2. Inter-state arrangements should be made for transpertation and other purposes

F. Other related concerns that will contribute to successful programs are these:

1. All groups should cooperate in a study to examine the Education Code with the idea of developing a "permissive" type code.
2. Flexibility within the organization of the educational system, the training of teachers, and school Boards interests in education for children of taxpayers is necessary to effective education for the migrants.

   Any state masterplan of migrant education adopted should offer this flexibility and thus avoiding strict regulations.
3. The California Welfare program which educates welfare recipients in job training was mentioned as offering as valuable a service as the Texas training program under O.E.O.
4. There is a need for clarification of existing regulations and a clear definition of the responsibilities of all agencies directly involved. The relationships among agencies working together for the improved education and social welfare of migrant families should be more clearly spelled out.
5. The State plan for providing specialized educational services for migrant families should come into operation at the local level with representation from the migrant groups. Local units should be strengthened to improve local programs but staff and function duplication should be avoided by working closely and cooperatively with the State Coordinator.
6. The State plan for the education of migrant families should be very explicit about the responsibilities of regional directors. These regional directors should work with local, county and district superintendents and others interested in identifying the needs of migrant groups. A state coordinator would be necessary to provide emergency needs, such as teachers, portable housing, furniture, textbooks, and other materials. The state coordinator would prevent costly duplication of efforts at the local level.
7. The county superintendents' staffs should serve at the coordination level between the local school districts and the State Department of Education staffs of the Migrant Education Plan. County and district superintendents should be included in regional planning before a final plan of action for the education of migrants is made firm.

There is need for further examination of legislation that would explore residence requirements for public assistance, the inclusion of migrant families in census reports and possible revision of applicable sections of the Education Code.

IV. CONCLUSION:

The participants at this conference were deeply concerned with the educational plight of migrant children and youth. Their suggestions summarized in this report reflect their concern. Though the educational programs must be effected at the level of the local school district; county, state and federal resources must be brought to bear upon many facets of the programs implemented. Coordination between many agencies within the four governmental levels, inside and outside of education, are necessary to provide comprehensive programs to assist migrant children and youth.

Four areas of need were clearly identified:

-personnel
-facilities
-programs
-supportive factors

The schools can be likened to a cobbler who has the last and the leather, but who lacks the tools. They have plans and ideas for programs, and they have the children/ what they lack are resources to provide the programs the migrant children need.

The better living, improved citizenship and personal adequacy of this group may be accomplished through effective organization of these essential parts for a comprehensive plan.

The California migrant education master plan presently being developed by the Bureau of Special Services and Community Relations, State Department of Education, reflects the concerns expressed at this conference and makes provisions for improvement in each area of need. The plan recognized that significant improvements in the life style of migrant families will only be accomplished through the cooperative efforts of all levels of education.

-the California State Board of Education
-local district school boards
-teacher training institutions
-the State Department of Education
-offices of County Superintendents of Schools

and between those agencies whose primary interests is

-Housing
-Employment
-Welfare
-Health
-Education
-City, County, State and Federal Government

The California State Board of Education has the unique opportunity to provide the leadership to make this plan a reality.

APPENDIX

* Mrs. Helen Cowan Wood served as Consultant to the Interstate Migrant Education Project and developed the position paper for the educational needs of migrant children for the State Department of Education

CONFERENCE
on the
EDUCATION OF MIGRANT CHILDREN AND YOUTH

September 23-24, 1966
El Dorado Inn, Sacramento

FRIDAY, SEPTEMBER 23

8:30 to 9:30 AM	Registration - Coffee	
9:30 to 10:45 AM	**FIRST GENERAL SESSION**	
	Chairman:	Leo R. Lopez, Chief Bureau of Special Services and Community Relations, California Department of Education
	Greetings:	Max Rafferty, Superintendent of Public Instruction, and Director, California Department of Education
	Purpose and Plan for the Conference:	Leo R. Lopez, Chief Bureau of Special Services and Community Relations, California Department of Education
	Proposed California Plan for Migrants:	Richard Baca, Consultant Bureau of Special Services and Community Relations, California Department of Education
		David Austin, Consultant Elementary Education Merced County Schools
	Six State Migrant Project:	Eugene Gonzales, Assistant Superintendent of Public Instruction California Department of Education
		Ernest Paramo, Director, Interstate Migrant Farm Children Education Project California Department of Education
		Donald Morales, Coordinator Migrant Farm Children Education Research Project California Department of Education
10:45 to 11:00 AM	Break	

FRIDAY, SEPTEMBER 23

11:00 to
12:00 Noon — Reports From the Field:

Paul O'Rourke, Director
State Office of Economic Opportunity

Ray Roth, Chief, Farm Labor Service,
California Department of Employment

Harry White, Deputy Director for
Sacramento Area,
California Department of Social Welfare

12:15 to
1:30 PM — Lunch

1:30 to
4:00 PM

STUDY SECTIONS

I. PROVIDING CONTINUITY IN THE EDUCATIONAL PROGRAM FOR MIGRANT CHILDREN AND YOUTH

Room 101

Chairman: Ramiro Reyes, Consultant
Bureau of Special Services
and Community Relations,
California Department of Education

Leader: David Austin, Consultant
Elementary Education
Merced County Schools

Resource Person: Ray Roth, Chief, Farm Labor Service
California Department of Employment

Recorder: Manuel Ceja, Consultant
Program Development,
California Department of Education

STUDY SECTIONS (Continued)

II. SCHOOL HOUSING, CLASSROOM ASSIGNMENT AND DESEGREGATION

Room 165

Chairman:	James Stefan, Assistant Superintendent Special Services, Monterey County Schools
Leader:	William Fowler, Consultant Bureau of Intergroup Relations California Department of Education
Resource Person:	Douglas A. Campbell, Consultant Bureau of School Planning California Department of Education
Recorder:	Manuel Banda, Consultant Migrant Education State Office of Economic Opportunity

III. INTEGRATION WITHIN CLASSROOM AND COMMUNITY

Room 226

Chairman:	Ralph Guzman, Assistant Director Mexican American Study Project University of California Los Angeles
Leader:	Fred Gunsky, Consultant Bureau of Intergroup Relations California Department of Education
Resource Person:	Aaron Shotten, Consultant Bureau of Intergroup Relations California Department of Education
	Don Morales, Coordinator Migrant Farm Children Education Research Project California Department of Education
Recorder:	William Encinas, Consultant Migrant Farm Children Education Research Project California Department of Education

STUDY SECTIONS (Continued)

IV. FINANCING PROGRAMS FOR MIGRANT CHILDREN

Room 227

Chairman:	George Roehr, Chief, Bureau of Fiscal Administration, Compensatory Education California Department of Education
Leader:	Ronald Cox, Chief, Division of Public Schools Administration California Department of Education
Resource Person:	Paul O'Rourke, Director, State Office of Economic Opportunity
Recorder:	Warren Waite, Consultant, Bureau of Fiscal Administration, Compensatory Education, California Department of Education

V. POLICIES AND PRACTICES IN CHILD WELFARE AND ATTENDANCE

Room 228

Chairman:	Harry Blair, Superintendent Kern County Schools
Leader:	Jack Erikson, Consultant Child Welfare and Attendance California Department of Education
Resource Person:	Kirke Wilson, Community Action Representative State Office of Economic Opportunity
Recorder:	Mrs. Eva Presley, Consultant Child Welfare and Attendance California Department of Education

STUDY SECTIONS (Continued)

VI. SUMMER SCHOOLS FOR MIGRANTS

Room 229

Chairman:	Ernest Paramo, Director, Interstate Migrant Farm Children Education Project California Department of Education
Leader:	Mrs. Jeanette Powell, Consultant Elementary Education California Department of Education
Resource Person:	William Stockard, Assistant Superintendent Merced County Schools
Recorder:	Morgan Greenwood, Consultant Bureau of Special Services and Community Relations California Department of Education

VII. THE INSERVICE AND PRESERVICE EDUCATION OF ADMINISTRATORS, TEACHERS AND AUXILIARY PERSONNEL

Room 230

Chairman:	Thelma Gomez, Assistant Superintendent, Tulare City Schools
Leader:	Mrs. Afton Dill Nance, Consultant Elementary Education California Department of Education
Resource Person:	F. C. Gardenhire, Assistant Director, Compensatory Education Bakersfield City School District
Resource Person:	Soledad Coronel, Consultant Mexican-American Education Project California Department of Education
Recorder:	Shirley Hill, Consultant Yuba City School District

STUDY SECTIONS (Continued)

VIII. THE EDUCATION OF ADULTS

Room 231

Chairman:	Richard Page, Special Consultant Bureau of Special Services and Community Relations, California Department of Education
Leader:	Mrs. Dorothy Gobel, Director Project Prep, Economic Opportunity Commission Santa Clara County
Resource Person:	Mrs. Patricia Cabrera, Special Consultant Bureau of Adult Education California Department of Education
Recorder:	Mrs. Ruth Fifield, Consultant Curriculum Imperial County Schools

IX. CHILD AND DAY CARE CENTERS FOR MIGRANT CHILDREN

Room - Camellia Room B.

Chairman:	Mrs. Jeanette Nolan, Coordinator Parent Education Sacramento City Schools and Director, Parent Education Head Start
Leader:	Mildred Stainbrook, Consultant Early Childhood Education California Department of Education
Resource Person:	George T. McCormick, Education Director Tulare Community Action Agency
Recorder:	Harriet Jowett, Consultant Elementary Education Fresno County Schools

FRIDAY, SEPTEMBER 23

7:00 PM — Dinner

SECOND GENERAL SESSION

Chairman: Donald Kitch, Chief, Supplemental Education Services, Division of Instruction, California Department of Education

Speaker: Dr. Conrad Potter, Area Field Representative ESEA, Division of Compensatory Education U. S. Office of Education San Francisco

SATURDAY, SEPTEMBER 24

8:00 to 10:00 AM — **STUDY SECTIONS RECONVENES**

10:00 to 10:30 AM — Coffee Break

10:30 to 12:00 Noon — **THIRD GENERAL SESSION**

Chairman: Milton Babitz, Assistant Director Office of Compensatory Education California Department of Education

Panel Discussion: Looking Ahead in Education for Families Who Follow the Crops

Leader: Ruth Love, Chief, Program Development California Department of Education

Panel: Dr. Uvaldo Palomares
Assistant Professor
San Diego State College

Mrs. Florence Wycoff, Chairman, Governor's Committee on Children and Youth

Dr. Y. Arturo Cabrera
San Jose State College

Ralph Gunderson, Chief, Migrant Program
State Office of Economic Opportunity

SATURDAY, SEPTEMBER 24

12:15 to
2:00 PM — Luncheon

FOURTH GENERAL SESSION

Chairman:	Leo R. Lopez, Chief, Bureau of Special Services and Community Relations California Department of Education
Topic:	The Migrant Child and Compensatory Education in California
Speaker:	Wilson C. Riles, Director Office of Compensatory Education California Department of Education

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STATE DEPARTMENT OF EDUCATION

CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH
September 23-24, 1966
El Dorado Inn, Sacramento, California

THE EDUCATIONAL NEED OF MIGRANT CHILDREN
(Position Paper for Discussion)

This nation's commitment to equal educational opportunity for all its citizens faces one of its sharpest challenges in providing for migrant farm families. None of the educational needs of this group is unique or new; the difficulty is that so many needs are combined for these people. They share the handicaps of extreme poverty with all others at the bottom of the economic ladder, the handicaps of segregation with all who live outside the central culture, the handicaps of language with others who speak a different tongue or a form of non-standard English, and the handicaps of migrancy with the increasingly numerous rootless people whose work requires frequent moves.

Educational techniques are available to deal with any or all of these needs. The problem is no longer in knowing the needs or inventing the educational solutions; the needs are fairly obvious and the solutions, though sometimes complex, not too difficult for even the smallest and most remote school, providing-- it is at this point, in the provisions, that the problem lies. For the solutions require facilities, personnel, materials, and money that schools have not been able to get. More than anything else, the solutions require concern, not only on the part of those immediately affected but on the part of the larger community--concern and commitment that grow from full realization that the development of human potential is as vital to the nation as to the individual, that the greatest untapped reservoir of American talent is in groups such as this which have never had adequate access to opportunity, and that no group of Americans can be left outside the gate. When there is enough concern, the resources can be found for schools to accomplish what they already know how to do.

With new programs and new funds available from both state and federal sources, a significant change is in sight. It is essential that these new resources be used well, so that the value of such support is demonstrated clearly in educational gains. The immediate question is where to begin in strengthening the present educational program. As background for the conference discussion of ways and means, this paper outlines some of the educational needs of children, youth, and adults in the migrant group as these are defined by teachers, school board members, and others who work closely with the problem.

Summary of Educational Needs

1. EQUAL OPPORTUNITY. Migrant children, youth, and adults need educational programs which offer them the same opportunity for maximum development as that which is available to any other group.

2. IDENTIFICATION AND CITIZENSHIP. Educational programs should be planned to help migrant people identify with the community and with the country as participating citizens.

3. ATTITUDES FAVORABLE TO SUCCESS. Migrant people need educational experiences planned to develop and strengthen self-confidence and self-direction.

4. RELEVANCE AND MEANING. Educational programs should be directly and immediately related to the experiences, needs, and goals of migrant people.

5. MASTERY OF ENGLISH. Schools should provide systematic instruction in the English language, both for children and youth who speak a different language and for those who speak non-standard English.

6. VOCATIONAL GUIDANCE AND EDUCATION. Schools should lead directly to improved vocational opportunities for members of migrant families.

7. BETTER LIVING. School programs should assist migrant people to deal with problems of daily living under camp conditions and to develop the skills and knowledge needed for better living.

8. KINDERGARTEN AND PRE-SCHOOL PROGRAMS, Young children of migrant families should have opportunity to attend kindergarten and pre-school programs.

9. INDIVIDUALIZED LEARNING PROGRAMS. School programs for migrant children and youth should be based on the individual needs of each pupil.

10. BROADENING BACKGROUND AND INTERESTS. Migrant people need compensatory experiences and activities planned to develop understandings, interests, and expressive ability.

11. SECONDARY EDUCATION. All migrant youth should be able to obtain a high-school education.

12. ADULT EDUCATION. Programs of adult education should be available to migrant families.

13. CONTINUITY IN THE EDUCATIONAL PROGRAM. Schools which educate migrant children and youth need to improve cooperative planning and communication for greater continuity in their education.

14. SUFFICIENT SPECIALIZED PERSONNEL. Fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the recommended program.

15. ADEQUATE FACILITIES AND EQUIPMENT. Schools in the migrant areas should be supplied with the facilities and equipment needed for the recommended program.

16. FLEXIBILITY IN EDUCATIONAL ARRANGEMENTS. New ways for organizing and implementing educational programs should be developed.

17. SUPPLEMENTARY FINANCING. Additional finances need to be made available for educating migrant children, youth and adults.

1. EQUAL OPPORTUNITY. Migrant children, youth, and adults need educational programs which offer them the same opportunity for maximum development as that which is available to any other group.

Although this group of people is exceptionally handicapped, the educational provisions for them are frequently meager and sub-standard. Tremendous improvements have been achieved since the days not long ago, when "emergency" schools were hastily set up at the beginning of every crop season in barns, basements, tents, and empty churches. But still the children of these families too often spend their school lives moving from one overcrowded classroom to another, taught by poorly trained teachers, falling behind year after year until on day between crops they disappear from the public school rolls. Few migrant children survive to attempt high schools, and those that do face great discouragement with every move, caught in a system of semester units and subject requirements devised for a permanent population. Provisions for adult education are scarce indeed, especially for the man or woman who must adapt his attendance to crop seasons. And so lack of education, poverty, and alienation are perpetuated in the same old cycle from one generation to another.

Equal opportunity does not mean the same school provisions for everyone. Because of their exceptional needs, migrant people should have highly trained teachers, small classes, excellent facilities, liberal materials, good transportation--the best educational provisions that are offered to any group. In addition, to assure equal opportunity to a group so handicapped, special arrangements will need to be made beyond those provided for people without handicaps. The point is that opportunity should be made available for each child, youth, and adult to become all he is capable of becoming, and that whatever is necessary to achieve this goal should be provided.

2. **IDENTIFICATION AND CITIZENSHIP.** Educational programs should be planned to help migrant people identify with the community and with the country as participating citizens.

Migrant workers and their families almost always live in housing that is separated from the rest of the community. They associate very little with members of any other groups, and make few permanent ties even with the other migrant families which share their temporary neighborhoods. They seldom go to church in the community and almost never vote. Living in isolation, they have none of the participatory experiences from which most people build the feeling of identification and belonging which is basic to citizenship.

It is vitally important, therefore, that school programs provide opportunity for this essential learning. The experience of community is basic. Children should have the opportunity in the public schools to extend their acquaintance with people of many kinds, from many backgrounds, and to become welcome and contributing members of their class and school communities. On no accound should migrant children be taught in groups which are separated from the main school population. Somehow provision must be made to give them the special educational help they may need in reading or arithmetic or other school skills and still maintain their association with the permanent school children; otherwise they may miss the most essential of all the learnings for which public schools are established and supported--the elements of citizenship.

Through carefully planned school programs at all grade levels, migrant children should also be brought into positive and significant contact with the outside community, visiting government centers, industrial activities, and public communication and transportation facilities; becoming acquainted with government officials and with people in a wide variety of occupations and professions; seeing at first hand how the people of a community collaborate in daily life. Organized study of government, history, and all phases of the social studies

are especially important for these children who probably will have little out-of-school opportunity for these learnings. Every effort should be made to involve them personally in these studies, emphasizing contributions of various ethnic groups to building America, relating government activity to their experiences and concerns. Through these experiences and studies, migrant children need to see themselves as Americans, sharing a valuable heritage, participating in the benefits of citizenship, and responsible for contributing the improvement of American life.

3. ATTITUDES FAVORABLE TO SUCCESS. Migrant people need educational experiences planned to develop and strengthen self-confidence and self-direction.

Poverty, segregation, and alienation can defeat a man--or child--before he starts. Success in school, as in life, depends to a great extent on the confidence with which a person approaches new experiences and the goals which urge him on. Because migrant people often come to school with damaged self-esteem, reinforced by many experiences of inadequacy and failure, the school's first task is to strengthen the learner himself.

Acceptance in the school situation is the first step, acceptance and welcome of the migrant people, as they are and for what they are, both by teachers and by other children, youth, and adults. It should be obvious to the newcomer, when he arrives at the start of the crop season but in the middle of the school term, that he is expected, that there is room for him, and that everyone finds his coming normal and welcome. The responsibility for building this favorable atmosphere belongs to communities, to boards, and to school personnel. Where it is found, it is the result of careful planning, provision of supplies and facilities, preparation of teachers and recruitment of sufficient aides, and other measures which allow both teachers and children to meet the influx of migrant pupils with confidence, ease, and good will.

A learning program with which he can be successful is the second step in building a self-conficent learner; confidence is built from successes. First steps should be easy; difficulty should be increased at such a rate that the pupil finds success, increasing satisfaction and challenge with each step.

As self-confidence grows, independance and self-direction should be encouraged. The migrant child and youth, and the adult also need to come into control of their own learning programs as soon as possible, for they will need to do for themselves what good counselors and guidance programs do for most other learners over a long period of time. Fundamental to self-direction is a clear goal, and here the school can make a significant contribution. Because of the relatively limited experience of migrant people with other ways of life, they have little scope for choosing their goals. The school program should include introduction to a wide variety of occupations, to schools and training programs, and to learning requirements. Exploration of many fields of interest and discovery of the learner's strengths, weaknesses, and preferences should be guided and encouraged, so that the goals he sets may be realistic, neither too high or to low to serve him as he develops his potential ability.

4. RELEVANCE AND MEANING. Educational programs should be directly and immediately related to the experiences, needs, and goals of migrant people.

School must make sense to the migrant family if it is to have their cooperation. Education for its own sake is seldom valued by poor people, especially when school attendance has to compete with wage earning.

The curriculum at every level should really be immediate and usable in terms of what children and young people know and want. This relevance to living should be made clear to parents, as well as, to pupils so that they are willing and eager to make it possible for their children to get to school regularly--an achievement which often calls for considerable trouble and even sacrifice.

The amount and quality of learning are dependent on the meaningfulness of the task and the material. Primary instructional materials which deal with the kinds of situations familiar to young migrant children, for instance--situations with which they can identify and which are charged with meaning and importance for them--involve them in learning as no amount of drill or carefully graded materials unrelated to their experience can do. The principle that learning is built only on what one already knows--that new insights represent extensions, modifications, and interpretations of real-life experiences--is fundamentally important in designing the curriculum for migrant children, youth, and adults at all school levels, for so much that the central culture takes for granted is strange, unknown, or insignificant to these people.

This does not mean that the curriculum necessarily should be either simpler or less sophisticated than that offered to other learners, only that it should be adapted to the interest and lives of the pupils. It is impossible to estimate what any person can learn until his previous experience and values are understood and taken into account.

5. MASTERY OF ENGLISH. Schools should provide systematic instruction in the English language, both for children who speak another language and for those who speak non-standard English.

Opportunity for people living in America lies in an English-speaking world. Mastery of standard English is prerequisite to full acceptance and effective functioning in that world, as well as, to education itself.

Because so many migrant children start school speaking no English or speaking with extremely limited vocabularies, it is vital to their future success that they be given as much opportunity and special help as possible at the beginning. This is one of the reasons for the importance of pre-school programs and kindergartens. It must be remembered that a large number of migrant children spend their out-of-school lives in Spanish-speaking

homes and groups; because they have so little practice with English, compared with children who live an English-speaking environment, these children will continue to need special help with language through the primary and intermediate grades and even through high school. Even though they learn to read fluently--at least to say the words fluently--meanings are likely to be improvised or even inaccurate; this is easily understandable to most English-speaking adults who have studied a foreign language.

The program for teaching English needs to be systematic, well-planned, and continued through high school and into the adult education program. All the advances which have been made in the past few years in the teaching of foreign languages for speaking as well as reading competence should be applied to the teaching of English; schools in migrant areas need, records, tape-recorders, films and all the other aids usually available for good foreign-language programs; the teaching staff needs to be large enough so that assistance can be given to individuals and small groups as needed.

The educational needs of English-speaking children in the migrant group can be overlooked even more easily than those of children who speak another language The limited experiences of migrant living lead to limited vocabulary and ability to express ideas even where the basic language is English; in addition the use of dialect or non-standard English can be almost as handicapping as a strong accent or foreign speech patterns. The curriculum for these children and young people should include the learning of standard English patterns, continued and systematic enrichment of vocabulary in connection with all subjects and experiences, and both guidance and opportunity for building expressive power in the use of language.

6. VOCATIONAL GUIDANCE AND EDUCATION. Schools should lead directly to improved vocational opportunities for members of migrant families.

For people who live as precariously as migrant agricultural workers,

opportunity for better paid and regular employment is one of the most important contributions education can make. The connection between school and a better job can be direct, both from the standpoint of school planning and in the view of the migrant family.

Increased mechanization is continually reducing the need for migrant labor, and this trend can be expected to continue. In some parts of the state where large numbers of migrant workers once were employed, there now are practically none, partly as the results of expanding urban settlements and partly because of almost complete mechanization. In other areas year-round farm employment is open to the more capable, better-trained workers. Some of the agricultural migrants will find their opportunity in better farm jobs, others in work of an entirely different character; in either case schools should be helping these people and their children to prepare for new kinds of employment.

From the first grades, this vocational objective of schools in migrant areas should be clearly in view for both teachers and migrant families. As young children study their communities, their attention should be directed to the many ways people earn a living and to the abilities and training needed. This exploration of vocational possibilities should continue through all school levels. Direct training for jobs should be provided in high school and adult education, with first-rate facilities and programs, and learnings that are immediately applicable in the employment field. The programs offered and the vocational counseling made available should be based on current studies of employment opportunity and actual on-the-job requirements; the training program should be accompanied by a job placement service, both youth and adult trainees.

Work experience programs and continuation education should be developed more widely, with special adjustments made so that young people who need to work can also continue their studies.

Every effort should be made to see that young people in migrant families do not settle for vocational goals which are lower than they are capable of

attaining; it is the responsibility of schools to see that they have every opportunity possible for continuing with their education, through scholarships, stusidies, or any other means which can be devised, and that if it is necessary for them to leave school before their objective is attained they be helped to work out a long-term plan for completing their preparation.

7. BETTER LIVING. School programs should assist migrant people to deal with problems of daily life under camp conditions and to develop the skills and knowledge needed for better living.

With both parents at work in the fields, young people and older boys and girls often carry a great deal of family responsibility. Under these conditions schools can plan exceptionally useful and meaningful instruction in all phases of practical living. Health and safety programs should center about the actual conditions of camp living, giving boys and girls immediate help in carrying out their responsibilities for themselves and for younger members of their families. Instruction in nutrition and careful shopping can lead to immediate and valuable improvements in daily living. Help with grooming; selecting, making, and caring for clothing; and taking care of children are all useful, both for young people and indirectly for the education of families and improved standards of living. Both boys and girls should learn to use common tools and make simple repairs.

Migrant families have great need for programs of physical education and school-connected recreation to improve health and physical fitness, to provide resources for constructive use of leisure time, and to bring about contacts to reduce their isolation.

Schools should also offer instruction for adults of the family during the evening, on week-ends, and at other times when they are not working. Sewing rooms, shops, and other facilities needed for a good educational program

for children and youth should be used to the maximum, providing opportunity for adult learning and community activity.

8. KINDERGARTEN AND PRE-SCHOOL PROGRAMS. Young children of migrant families should have opportunity to attend kindergarten and pre-school programs.

A strong start is the best opportunity a school can provide for a child. Young children from migrant familes are usually handicapped in a number of ways: in language developement, in experiences and concepts, in self-confidence, in ability to relate to other people, and in ways of behaving which are different from the cultural patterns of other children. In good kindergarten and pre-school programs, they can take a long step toward overcoming these handicaps before they start the first grade.

Such opportunity to modify early experiences is most effective at 3 to 5 yea of age because this is the period of most rapid growth in both language skills and concept developement. Moreover, the effects of early deprivations are cumulative if they are left unmodified. Children who start school with a language handicap, for instance, are almost certain to meet difficulty as they start to read;with a reading handicap, they have difficulty with all other learnings which depend on reading; when school becomes a struggle; it is soon and thankfully given up.

Classes and groups for young children must be kept small if they are to be useful at all; well trained teachers, in sufficient number, are essential. If a program for young children is to achieve these important objectives, the professionals in charge must be highly skillful and have the opportunity to relate directly to individual children.

Health conditions of children should be checked and correction started as part of pre-school programs. One of the most significant contributions of such programs can be the involvement of parents in their children's

successful growth, starting with their concern for good health and continuing through observation of other aspects of child development. A successful collaboration between home and school can be established here which may continue throughout the child's educational career.

9. INDIVIDUALIZED LEARNING PROGRAMS. School programs for migrant children and youth should be based ontthe individual needs of each pupil.

Beacuse of their fragmented school experiences, migrant children and youth vary even more widely than other pupils in accomplishment and needs for instruction in language developement,,reading, arithmetic and other skills. Every school in the migrant areas should have a practical, easily administered program for properly assessing the educational status and needs of each entering pupil. Hi[illegible]nal plan then should be developed specifically on the basis of these r[illegible] Any other procedure must be a waste of time for both pupil and school, a waste which neither can afford.

This type of individualized instruction, which pinpoints the learning needs and provides help and practice specifically focused on that need, often can be carried on within a class situation, provided classes are small and materials varied and plentiful. In addition, tutorial instruction should be provided for pupils who need more assistance, preferably instruction by specially trained teachers, and if this is not possible, by other tutors working under the supervision and direction of a competent specialist.

Personalized instruction is at least as important as individualized instruction. Many teachers who have worked individually with pupils find that the personal attention and relationship in the situation seem to be as effective as the actual instruction. Migrant children are likely to lead annonymous lives; to be known as Raphael, an individual in whose problems the teacher is interested, instead of "you there in the blue sweater" may be the most important educational therapy the school can provide. The role of teacher

faith in the learner's potential can hardly be over-emphasized in this situation.

10. BROADENING BACKGROUND AND INTERESTS. Migrant people need compensatory experiences and activities planned to develop understandings, interests, and expressive ability.

Because the range of experiences available to migrant families is narrow, their understandings, interests and abilities are frequently underdeveloped. These are the basic materials of which education is made; if migrant children and young people are to realize their potential, schools must provide experiences and activities to compensate in some degree for earlier deprivation. There should be opportunity to explore in many directions, to build background, to accumulate concepts, to express ideas in many forms, to try themselves out in a wide variety of situations.

First-hand contacts are important; study trips to significant places, opportunity to meet and talk with interesting adults in the community, attendance at concerts and other community events, observing industrial processes. Schools should have a wealth of study materials: films, photographs, reproductions of painting, records, science collections and equipment, books, newspapers, and magazines. Libraries should be excellent; they should be open long hours, before and after school, evenings, and on Saturdays in areas where the people would have access to them; pupils should, of course, be able to check books out to take home.

The school program should provide many opportunities for expressive activity a wide variety of art projects; dramatizations and programs; orchestras, bands, choruses, and other musical groups , school newspapers and magazines; much discussion, speaking, and writing; observing, collecting, organizing, and experimenting in relation to science and social studies.

11. SECONDARY EDUCATION. All migrant youth should be able to obtain a high-school education.

No real opportunity, either for self development or for economic advancement is available unless the young people of migrant familes are able to obtain a high-school education. It should be the responsibility of every school district to make high-school attendance readily accessible and practicable for this mobile group. It is vital that secondary schools explore every possibility for flexible scheduling and other adjustments which may be needed to solve the complex problems involved; mid-semester transfers, need for young people to work, special help to overcome deficiencies in preparation, and others.

Elementary and secondary schools should collaborate to assist and encourage young people to make the transition to high school; graduation from elementary school is still very often the culmination of the migrant youth's education. Especially attention needs to be given to orientation and counseling during the last year in elementary school, with frequent visits to the high school so that boys and girls know the campus and something about the program available and are acquainted with some teachers and other young people. Even if they are in another district when school opens, the idea of attending high school will be familiar and they will have some knowledge as to the procedures involved.

12. ADULT EDUCATION. Programs of adult education should be available to migrant families.

A major need is to involve adults in the education of their children. Without parental support and encouragement, most young people will not be able to overcome the many difficulties which stand in the way of regular and continued school attendance. Where parents can be involved in actual decision-making roles, as in the planning for pre-school programs, their advice is of great value in making the programs practical and useful.

Such involvement in their children's education is often the first step in encouraging adults to seek further education for themselves. The general level of education in this group is very low, and past experience with school has often been frustrating and unhappy. But when adults see the opportunity that is being made available to their children, they sometimes respond with great interest to an extended program of practical adult education. Every elementary school which serves migrant families should be a center for classes adults want and will attend, including such courses as literacy, English, preparation for citizenship, industrial arts, homemaking, crafts, child growth and development. Counsel of the migrant groups should be sought in establishing these courses and in giving direction to them.

Opportunity should also be made available for adults to obtain vocational counseling and instruction directly related to actual job openings; high schools should work closely with community representatives of agriculture and industry in planning such programs, and when this is advisable, in obtaining the use of facilities outside the school for the training.

13. CONTINUITY IN THE EDUCATIONAL PROGRAM. Schools which educate migrant children and youth need to improve cooperative planning and communication for greater opportunity in their education.

The education of migrant pupils is made up of fragments, too often a patchwork with great gaps or wasteful overlapping. Transfer of records or information between schools is sketchy or non-existent, and each new school must start the educational process again the best way it can. Pupils who do well with schoolwork are able to fit into the new situation and progress, even though they may miss important learnings, but those who need special help are likely to fall further and further behind.

Solving this problem is complex and difficult, as schools in the migrant areas know from much experience in trying to improve the situation. Since the families employed at any one stop seldom move along the same route, neither mobile schools or transfer information can accompany the group; what is needed is widespread collaboration among the many schools involved. Such collaboration should extend beyond transfer of data to educational planing, to coordinate programs, methods, materials, and even philosphy in much the same fashion as this is done within a large school. One of the problems in the past has been a lack of any central staff for coordination; each school has been so busy just keeping up with pressing demands that no bne has had either the time or the assignment to work with the total situation. Certainly this kind of planning needs to be statewide; even better would be an interstate project or agency, as extensive as the migrant stream.

Coordination needs to take place between various levels of education as well as among schools at the same level. High schools and elementary schools do not always work together closely for smooth articulation and planning of the program as a continious unit even within the same geographic area; with the ne pre-school programs being established by other agencies, it will be important to maintain close working relations between this segment and the kindergarten and elementary school programs.

14. SUFFICIENT SPECIALIZED PERSONNEL. Fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the recommended program.

Recruiting, and keeping teachers and other personnel has always been a problem in the many remote and rural areas where migrant people attend school. Good housing and adequate salaries should be basic provisions. Perhaps even more important for attracting and holding high quality personnel is professional satisfaction; the opportunity to do significant and first-rate work; availability

of facilities, materials, and support for the program; recognizition and appreciation for their contribution; involvement in decision-making and in establishing educational improvements.

Because of the need for small classes and supplementary individual instruction, the personnel needs will always be relatively large. To assist teachers, districts will need to explore every avenue for additional aides; parents, older children, community volunteers, and other non-professional and semi-professional helpers who can take care of non-teaching responsibilities or actually assist with tutoring under close supervision.

The classroom program needs to be supplemented with many auxiliary services and with adequate personnel. Principals should be both efficient administrators and knowledgeable instructional leaders. An instructional supervisor or consultants should be readily available to work directly with teachers to analyze problems, to make recommendations, to obtain materials, and to help in establishing programs. Attendance and child welfare personnel should be provided to make immediate and direct contact with new families as they move into the area, helping children to enter school with as little loss of time as possible. Nurses are needed to check and care for health needs. Every school in the migrant areas should have a cafeteria, providing a nutritious lunch and even breakfast where children come to school hungry. Counselors, social workers, psychologists, physicians, and other specialists should be available as needed.

Special training programs should be established for all these people who work with migrant families, both intensive workshops and courses during school vacation periods and in-service activities during the school year. Teachers working in these situations need many specific techniques to enable them to realize the school's goals for the educational program; they also need deep insight into the cultures of their pupils as well as, exceptional understanding of child growth and development. Such a program of continued study serves

both to improve the school and to bring about the increased professional rewards which hold teachers in the program.

15. ADEQUATE FACILITIES AND EQUIPMENT. Schools in the migrant areas should be supplied with the facilities and equipment needed for the recommended program.

The educational program for migrant children, youth, and adults requires more classrooms and other building space, equipment, and materials than are needed in schools where the educational needs are not so great. Adequate provisions have been difficult to obtain, chiefly because they are needed for only part of the school year. Special subsidies should be made available to provide these facilities, and every possibility should be explored for ways in which books, equipment, and other facilities can be shared by districts which serve migrant populations at different times of the year.

16. FLEXIBILITY IN EDUCATIONAL ARRANGEMENTS. New ways for organizing and implementing educational programs should be developed.

Both by custom and by law, certain school patterns have become fixed. These standard patterns probably work fairly well for standard situations, but more flexible arrangements would greatly facilitate the education of migrant people. Certainly customs and legal limitations need to be questioned whenever they impede educational solutions. Is there any reason why school has to be held Monday to Friday? Why not Saturday? Does the school day need to be 9 to 4 o'clock, or for any other standard period of time? Could the school day sometimes be the school evening instead? Would a summer school period be more useful than a summer vacation? Could some way be developed to use more teacher aides to supplement professional personnel? Do high-school requirements have to be in terms of semester units? Might high-school and adult programs be organized for long hours during intensive periods of time rather than spread out

over a semester or a year? Such probing questions need to be asked constantly as a basis for inventions to make educational opportunity more widely available to the migrant group.

17. SUPPLEMENTARY FINANCING. Additional finances need to be made available for educating migrant children, youth, and adults.

The educational program suggested here is expensive and will require that additional funds be made available to district which educate migrant people. Responsibility for providing equal educational opportunity for this group does not belong to any one local area, but is a joint responsibility which should be supported on a wide base. Planning for the future must include a system of regular, continuing finance from state and/or federal sources.